

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£ 17 090
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 7415
Total amount allocated for 2021/22	£ 17050
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24465

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p>	48%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	0%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	31%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation:	
			11.4%	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
<ul style="list-style-type: none"> To offer cycling for all pupils to access and develop their cycling skills. To promote cycling as an activity that can be undertaken outside of school to enhance life skills and road safety awareness. To engage all pupils in physical exercise and provide opportunities for overweight pupils to reduce their weight and improve their self-esteem. To engage pupils in activity and building upper body strength as proposed by the Early Years National curriculum. To enable more staff to lead cycling so more classes have access to it outside of PE Enrichment. All staff leading cycling need to be qualified to ensure all pupils 	<ul style="list-style-type: none"> Bikeability and Ride4Life Programme for all pupils in primary. Offer the Bikeability course to staff. Purchase a treadmill Purchase two outdoor climbing frames for the primary playground that can be accessed during and PE lessons and playtimes. 	<p>£500</p> <p>£450</p> <p>£600</p> <p>£734</p>		

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are supported safely.				
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				4.5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Train more staff in Sherborne Development Movement To promote and support resilience and wellbeing for the pupils at Ifield. Create movement experiences that are fundamental to the development of all pupils. 	<ul style="list-style-type: none"> Sherborne Development Movement training for staff interested in promoting movement development across the school. 	£900		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30.4%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To increase staff confidence in delivering PE and supporting in PE lessons. To encourage support staff to teach or lead PE lessons in school and when offsite. To upskill support staff to lead 	<ul style="list-style-type: none"> Staff to access PESS course, a recognised PE qualification. Staff to access Rebound Therapy training to provide the exercise and movement opportunities for pupils. Purchase six trampettes for 	£3300 £420 £1350		

<p>after school Sports Club.</p> <ul style="list-style-type: none"> To improve staff confidence to lead Rebound Therapy effectively. To provide opportunities for movement, therapeutic exercise and recreation for pupils across the whole spectrum of special needs. To provide access to equipment and apparatus for Rebound Therapy to take place more regularly for individuals. 	<p>classroom areas and the specialist rooms.</p>			
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 49.5%</p>
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Additional achievements:</p> <ul style="list-style-type: none"> To use outside agencies to deliver high quality PE. To provide a whole school impact to develop inter and intra competitions to enhance pupils' social skills and team work opportunities. Opportunities to promote health and wellbeing of pupils. To provide further sports links to the community to enable pupils to access a number of sports 	<ul style="list-style-type: none"> Employ an outside coach from Charlton athletic to enhance football across the school as well as health and wellbeing opportunities. Use MEAPA Gymnastics centre to provide high quality gymnastics to the pupils in an appropriate gymnastic setting. 	<p>£3 750</p> <p>£6 136</p>		

within the community.				
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To develop accessible sports for pupils with all needs to be able to access and compete both inter and intra. The sport is a great leveller where pupils finding other sports more challenging can compete their peers. Develop Boccia across the school, where pupils can participate in a range of spaces, for example, sports hall, classrooms or main hall. 	<ul style="list-style-type: none"> Provide staff with Boccia training in order to develop the sport across the school. Host a Boccia competition at lfield. Take part in Boccia competitions across the county. Take Part in the Kent Schools Disability Games. 	£500		

Signed by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	